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## DOC 1986-05 Proposal for the Establishment of a Ph.D. Program in Educational Leadership, Public and Catholic, at the University of Dayton

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## PROPOSAL TO THE ACADEMIC SENATE

**TITLE:** Proposal for the Establishment of a Ph.D. Program in Educational Leadership, Public and Catholic, at the University of Dayton

**SUBMITTED BY:** School of Education - Department of Educational Administration

**DATE:** March 5, 1987

Indicate the action required: Legislative, Concurrence, or Consultative, and refer to the appropriate reference in the Senate Constitution (Article IIB, 1, 2, 3).

**ACTION IS:** Legislative Concurrence **REFERENCE IS:** Article II, Section 2

**DESCRIPTION OF PROPOSAL:** State objectives, rationale, and how proposal is to be implemented

The School of Education seeks to initiate a Ph.D. program in Educational Leadership for public and Catholic school leaders. The proposal has received the unanimous approval of the Graduate Council and of the Graduate Committee of the School of Education. Planning commenced three years ago. After the Senate reviews the proposal, the University Board of Trustees Academic Policies Committee, the University Board of Trustees, and finally the Ohio Board of Regents will have to approve. A summary is attached.

PROPOSAL FOR ESTABLISHMENT  
OF A PH.D. PROGRAM IN  
EDUCATIONAL LEADERSHIP, PUBLIC AND CATHOLIC,  
AT THE  
UNIVERSITY OF DAYTON

Submitted by the  
Department of Educational Administration  
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## I. INTRODUCTION

The University of Dayton is a Marianist Catholic University enrolling 10,600 undergraduate and graduate students. The University is national in outreach and primarily residential in character. Master's degrees are offered in virtually every field, and doctoral degrees are offered in engineering and biology. The law school awards the juris doctor degree.

The academic units of the University are: the College of Arts and Sciences, the School of Business, the School of Education, the School of Engineering, and the School of Law. The Research Institute, which conducted \$24 million in sponsored research last year, complements all academic units.

The School of Education enrolls 1700 graduate and undergraduate students in the following departments: Teacher Education, Counselor Education and Human Services, Educational Administration, and Physical and Health Education. The Office for Educational Services, which contracts for services with a large number of public and non-public school districts and other educational agencies, supports the mission of the four academic departments. The Marianist Center for Human Development is dedicated to recovering and discovering the heritage undergirding the University of Dayton. The Center, staffed by a full-time director, is committed to assisting all departments in the School of Education in making the University's heritage observable in all programs and activities.

Various entities in the School of Education and in the University at large have achieved a level of quality and maturity which makes this

a propitious time to propose creation of a Ph.D. program in educational leadership for public and Catholic schools.



## II. SUPPORTING ETHOS IN THE SCHOOL OF EDUCATION

### Quality of Programs as Perceived by External Entities

The School of Education was the recipient of five consecutive years of funding from the U.S. Office of Education, Title IV, for its master's program in educational research. Four years of funding were won from the U.S. Office of Education for graduate programs in science education and English education. In 1972, the American Association of Colleges for Teacher Education (AACTE) awarded the School of Education one of its five AACTE Distinguished Achievement Awards. Furthermore, the National Research Council indicated that, based on its analysis of private school data, the School of Education ranks 10th nationally (among 943 private liberal arts colleges) as a baccalaureate source of Ph.D.'s.<sup>1</sup> The National Institute of Education (NIE) has designated the School of Education as having one of the nine notable teacher education programs in the United States. The Appalachian Regional Educational Laboratory has featured the School of Education as having one of the few systematic teacher education recruitment programs in existence.<sup>2</sup>

### Internal Standards of Quality

Since 1961 the School of Education has insisted upon a 2.5 cumulative grade point average as a requirement for graduation with certification.

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<sup>1</sup>National Research Council, Baccalaureate Sources of Ph.D.'s, Rankings According to Institution of Origin. Lancaster, Pa.: Franklin and Marshall College, 1978, p. 13.

<sup>2</sup>James M. McGeever, The Recruitment Practices of Teacher Education Units in Ohio. Charleston, West Va.: Appalachia Educational Laboratory, 1982, passim.



Faithfulness to teacher education within a liberal education context has been continuous. NIE, in its recognition, cited the School's commitment to the ancient notions of the trivium and quadrivium and to the importance of its program's strong teaching area content requirements (60 semester hours exclusive of general education). For 20 years the National Teacher Examination has been administered to all graduating seniors. School of Education students have consistently performed above the national mean. A five-year study (1976-1977 through 1980-1981), conducted within the University, comparing the academic performance of education and non-education students in the arts and sciences courses taught by the same professors was recently completed. In one phase of the study the performance of students preparing to become high school teachers was compared to that of students majoring in the given disciplines.<sup>3</sup> In half the disciplines teacher education students outperformed their non-education counterparts. In the other half, the differences in performance were insignificant. Overall, education students taking courses outside the School of Education achieved a mean 3.0 academic average (the mean for all students).

#### Inquiry

In 1985 the School of Education published the results of a national conference it hosted on research in schools of education. The publication, Increasing Research Capacity in Schools of Education: A Policy Inquiry, was disseminated to the institutional representatives of AACTE throughout

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<sup>3</sup>Diane Doyle, A Comparative Study of University of Dayton Teacher Education Students' Grades. M.S. Research Project, University of Dayton, 1982.

the United States.<sup>4</sup> In addition, the Grob Symposium and the Walter Conference were hosted by the School of Education. The former launched Ohio's examination of graduate teacher education and, by the State Department of Education's admission, was a seed for the re-examination of administrator standards. The latter conference dealt with the issue of whether schools of education are professional schools.

Following are several indicators of the School of Education's involvement with inquiry efforts:

- The sections of Ohio's proposed advanced program standards which deal with inquiry were written by faculty in the Department of Educational Administration at the University of Dayton.

- Seven volumes of abstracts of all master's degree research have been published by the School of Education and have been disseminated nationally.

- For the last five years the National Catholic Education Association (NCEA) has chosen the University of Dayton Department of Educational Administration to offer its national workshops for leaders in Catholic school administration. NCEA has published a monograph, Catholic Secondary Education: Now and in the Future, prepared by the Department of Educational Administration for distribution in every Catholic high school in the United States.<sup>5</sup>

- Approximately 200 Catholic school administrators study at the University of Dayton each year. Several monographs have been produced

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<sup>4</sup>Hendrik D. Gideonse and Ellis A. Joseph (eds.), Increasing Research Capacity in Schools of Education: A Policy Inquiry and Dialogue. Cincinnati, Ohio: Fleuron Press, 1984.

<sup>5</sup>National Catholic Education Association, Catholic Education: Now and in the Future. Washington, D.C.: NCEA, 1983.

which address the concerns of these administrators.

- The Private School Law Digest is edited by a faculty member in the Department of Educational Administration and is distributed nationally.

- The School of Education is a sponsor of the Journal of Curriculum Theorizing and is a sponsor and host of the national conference on curriculum theorizing. A School of Education faculty member designated for the proposed doctoral program is one of the editors of the Journal.

- The Department of Educational Administration has created a network of seven Catholic schools (called the Marianist Education Consortium) for the purpose of stimulating inquiry by the teachers in those schools. The Department fully funds all the teacher initiated grant proposals from the network.

- The Department of Educational Administration, through its Office for Educational Services (OES), provides inquiry services on a contractual basis to 40 public school districts each year. Recent efforts have included an evaluation of the Archdiocese of Cincinnati schools, a large scale research study of Ohio's county school systems, an examination of Ohio's special education regional resource centers, and a study of how well Ohio's colleges and universities are complying with P.L. 94-142.

- A faculty member in the Department of Educational Administration is writing the first text in thirty-five years which deals with Catholic school administration. The text, The Catholic School Principalship, is due to be published in 1987.

- In 1984-1985 the School of Education was selected in a national competition to edit AACTE's Journal of Teacher Education.

- Four faculty members in the proposed Ph.D. program in Educational Leadership serve as editor, associate editor, assistant editor, or consulting editor on four major national publications.

### III. PURPOSE OF DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

The major purpose of the proposed doctoral program in educational leadership is to prepare scholar-practitioners who are able to provide effective leadership in the elementary/secondary or higher education sector, individuals who are scholars who possess managerial interests and skills.

The proposed program will embody emphases upon both the speculative and the practical intellect with a focus on organizational behavior. Three major questions constitute program foci: (a) What is the nature of human beings in organizations?; (b) What are the purposes and the mechanisms for achieving the purposes of the school organization?; and (c) How is behavior in organizations most effectively managed?

In a broad sense, it is the intent of the proposed program to produce leaders who are thoroughly immersed in and enjoy fully the study of human beings in organizations; whose first impulse is to study what makes a thing what it is before acting upon it, who are contemplative as well as active; who are talented in helping those with whom they work to discover and recover their subjectivities; who are skilled in achieving congruence between individual intellectual need dispositions and institutional expectations; who understand the starting points and issues in the different disciplines which constitute the curriculum; who understand the political, social, and economic factors which affect communities/school systems and higher education units; and who are sufficiently secure in their own persons to commit themselves to the giving of self in order that individuals/organizations may become more fruitful because of their presence.



### Major Purpose in Context of the Development of the Field

Woodrow Wilson<sup>1</sup> is recognized as the catalyst who promoted scholarly study and learning in the field of administration. His famous essay, "The Study of Administration," which appeared in 1887, advocated the search for stable principles undergirding administration. From the time Wilson published his essay in the Political Science Quarterly, 40 years passed before the first textbook in the principles of public administration was published. Wilson's insistence on the elaboration of principles as a foundation for administrative science gradually decreased reliance on administrative folklore or custom.

In the early 1900's Frederick Taylor, a man with a scientific and engineering background, was one of the top engineering consultants in American industry. Taylor had read Wilson's essay and had been influenced by it. In the course of working to solve production problems in factories all over America, he developed what later became known as his "principles of scientific management."<sup>2</sup> Incentive pay systems, time and motion studies, and concentration on the tasks to be performed with minimal interpersonal contacts between workers are some of Taylor's ideas which had a great impact on American life.

At the same time Taylor's ideas were having such an enormous impact in America, a French industrialist, Henri Fayol, had quite different perceptions. Taylor viewed workers as extensions of factory machinery. Fayol focused attention on the manager rather than the worker. He believed.

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<sup>1</sup>Woodrow Wilson, "The Study of Administration," Political Science Quarterly, 11, No. 2 (June, 1887), 197-222.

<sup>2</sup>Frederick Taylor, The Principles of Scientific Management (New York: Harper and Row, 1911), p. 8.

administrative ability "can and should be acquired in the same way as technical ability, first at school, later in the workshop."<sup>3</sup> Fayol felt good and bad administrators existed side by side persistently because of the lack of theory.<sup>4</sup>

Gulick and Urwick,<sup>5</sup> Barnard,<sup>6</sup> Simon<sup>7</sup> and many others in the 1930's and 1940's emphasized the locus of the knowledge base which would remedy the lack of theory. Specialized knowledge of human behavior and research methods for studying human behavior became, and still are, knowledge base sources leading to the development of theory in all forms of administration.

Until the late 1940's much administrative experience was exchanged and very little of it was studied scientifically. In 1947 the National Conference of Professors of Educational Administration (NCPEA) was formed. NCPEA has emphasized productive work sessions rather than the usual ethos of a large professional organization. As a result many methodologies of inquiry have been examined by NCPEA groups and applied to educational administration.<sup>8</sup>

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<sup>3</sup>Henri Fayol, General and Industrial Management, trans. Constance Storrs (London: Sir Isaac Pitman and Sons, 1949), p. 14.

<sup>4</sup>Ibid., p. 15.

<sup>5</sup>L. Gulick and L. Urwick, eds., Papers on the Science of Administration (New York: Institute of Public Administration, Columbia University, 1937).

<sup>6</sup>Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1938).

<sup>7</sup>Herbert A. Simon, Administrative Behavior (New York: Macmillan Co., 1945).

<sup>8</sup>W. R. Flesher and A. L. Knoblauch, A Decade of Development in Educational Leadership (New York: NCPEA, Teachers College Press, 1958).



The American Association of School Administrators (AASA) set forth its long range plans in 1947. These plans called for "professionalization" of the school superintendency and for development of better preparation programs in universities.<sup>9</sup>

In 1950 the Kellogg Foundation launched the Cooperative Program in Educational Administration (CPEA). CPEA created Project Centers at eight major universities throughout the country. These centers were designed to make a major effort to improve educational administration, especially the superintendency. While each center emphasized a particular phase of educational administration, the over-all purposes of all eight centers were: (1) improvement of preservice and inservice programs; (2) development of greater sensitivity to large social problems; (3) disseminating research findings to practicing administrators; (4) discovering a new knowledge base; and (5) development of continuing patterns of cooperation between universities and other entities working in the field of educational administration.<sup>10</sup> Individual research efforts focused upon administrative behavior in the school setting, school-board-member behavior, role perception, decision making, power structures, and so on.

CPEA was responsible for a revolution in the development of educational administration as a field. A core of research oriented scholars was formed, research interests became clearly identified, and sophisticated research techniques were now being used with frequency.

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<sup>9</sup>See: Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N. J.: Prentice Hall, 1970), pp. 17-18. Owens has been particularly helpful in elaborating development of the field.

<sup>10</sup>Toward Improved School Administration: A Decade of Professional Effort to Heighten Administrative Understanding and Skills (Battle Creek, Michigan: W. K. Kellogg Foundation, 1961), p. 13.

At least two major issues have accompanied the development of administration in general and educational administration in particular: the abyss between "theory and practice" and the relative importance of the major "schools" of management theory (i.e., management process school, the empirical school, the human behavior school, the social system school, and the decision theory school).<sup>12</sup>

The curriculum elaborated in this doctoral proposal has conceptual fidelity to these two major issues. Daniel Griffiths, perhaps the greatest modern theoretician in educational administration, feels theory constitutes those elements which make an organization work. The curriculum elaborated in this proposal includes the general and specific topics related to the "working" of the school organization. William T. Harris, who was superintendent of schools in St. Louis at the turn of the century, was also editor of the Journal of Speculative Philosophy, a journal devoted to exposing Hegelian thought in America. Hegel felt institutions were not opposed to people; rather, they enable persons to achieve their truest expression.<sup>13</sup> It has been said, "Harris the administrator, however much the practical man, was ultimately guided by Harris the theorist."<sup>14</sup> This doctoral proposal includes the study of the history of educational administration.

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<sup>11</sup>Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century Crofts, 1959), passim.

<sup>12</sup>Harold Karentz, "The Management Theory Jungle," in M. T. Matteson and J. M. Ivancevich (eds.), Management Classics (Santa Monica, Calif.: 1977), pp. 19-33.

<sup>13</sup>Lawrence A. Cremin, The Transformation of the School. (New York: Random House, 1964), pp. 18-19.

<sup>14</sup>Ibid., p. 19.

It holds Harris as an exemplar of the scholar-practitioner and as one who helps us to bridge the abyss between theory and practice.

With regard to the second major issue, Owens<sup>15</sup> feels the Hegelian dialectic applies. Scientific management, which characterized the field's early development, may be regarded as the thesis. The later focus upon the interpersonal dimension of administration may be regarded as the anti-thesis. The current vision, which attempts to incorporate elements of the thesis and antithesis may be regarded as the thesis. The curriculum elaborated in this proposal is faithful to the thesis as conceived above. It is faithful to the demands of theory and practice insofar as it treats both the speculative and the practical intellect. Most of all, this doctoral program is strongly committed to the notion that it can help students bridge the abyss between these two major issues by focusing upon the notion of the scholar-practitioner. This focus emerges because the planners of this doctoral program are mindful and respectful of the history of the field of administration in general and educational administration in particular.

#### Educational Leadership Program Goals

Following is a statement of goals for the doctoral program. Graduates of the proposed doctoral program will:

1. Understand the history of schooling and the effects of that history in shaping present policy and practice.
2. Understand philosophical alternatives, social forces and tradition, and, where appropriate, church doctrine and scripture as

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<sup>15</sup>See: Owens, op. cit., Organizational Behavior in Schools, pp. 23-44.

bases of a clear vision of what schools are for.

3. Understand the essential components of a general education and the distinctive contribution of each discipline to the general education of youth and adults.
4. Understand organizational history and behavior, the impact of cultural characteristics upon organizational behavior, and the place of the individual within the organization.
5. Understand:
  - a. the principles of effective management.
  - b. the processes of bringing about effective change within an organizational setting.
6. Understand how to speak mindfully and act effectively upon curriculum and instructional issues, evaluate curriculum and instructional practice and materials, implement planned curricular and instructional change, and help others develop curricular and instructional ideas, practices, and materials.
7. Understand the skills required for problem solving, decision-making, personnel management, program evaluation, and conflict management.
8. Demonstrate competence with:
  - a. the design of experimental research and the collection and analysis of data (through formal instruction).
  - b. modes of non-experimental inquiry, e.g., historiography, ethnography, and philosophical and linguistic analysis.



9. Understand competencies required in each of the major educational administrative task areas: law, finance, business management, personnel, pupil personnel, community development, board policy formulation, negotiations and contract management.
10. Understand the characteristics of the adult learner and conceptualize staff development practice to facilitate professional staff growth.
11. Demonstrate competencies in an academic area outside of educational administration.
12. Conduct inquiry into a question of personal significance which will have substantial impact upon the larger educational community.
13. Engage in personal growth activities in the area of the humanities.
14. Support one another in personal growth and group experiences; work closely with faculty in teaching/research/scholarship efforts; and develop a manuscript suitable for publication.
15. Qualify for the Ohio superintendent's certificate on the basis of fulfilling course requirements.

#### Additional Goals for Catholic School Leadership Specialists

Following is the set of additional program goals for those students choosing to specialize in the area of Catholic school leadership. Graduates will:

1. Understand the history of Catholic education, the theocentric base of personal knowledge, and the place of the magisterium as a foundation for school policies and practices.

2. Demonstrate an understanding of the research on effective Catholic schools.
3. Understand the meaning of the Christian integration of learning and integral humanism.
4. Understand the abyss between religious inspiration and secular knowledge.
5. Demonstrate understanding of effective development practices.
6. Demonstrate an understanding of the law as it affects not for profit institutions.

These goals will be accomplished by formal instruction, residency experiences and completion of the dissertation requirement.

#### IV. CURRICULUM, ADMISSION, MONITORING PROCESSES, AND RESIDENCY

##### Curriculum

The curriculum which supports the goals of the Ph.D. program in educational leadership is organized around the concept of research, foundations, organizational behavior, school management, and personal-professional growth. Following is a listing of the course requirements under each organizer:

##### Research

- \*Research I: Basic Educational Research Methodology and Statistics (3 hours)
- Research II: Experimental Design and Statistics (3 hours)
- Research III: Non-Experimental Modes of Inquiry (3 hours)  
Dissertation (15 hours)

##### Foundations

- The Structure of Knowledge (4 hours)
- The Culture of the School: Implications for Educational Leaders (3 hours)
- History of Educational Administration as a Profession (3 hours)
- \*Selected Ideas Which Have Shaped American Education (4 hours)
- Catholic Education: An Analysis of Church Documents and Commentaries (4 hours)
- Catholic School: History and Future (4 hours)

##### Organizational Behavior

- Organizational Behavior in Educational Institutions (4 hours)
- Planning and Policy Development in Educational Institutions (4 hours)
- \*Human Relations in Educational Organizations (4 hours)

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\*Currently being taught.



### School Management

- \*The Superintendency (4 hours)
- Curriculum and Instruction (4 hours)
- \*Use of Computers in Administration and Instruction (3 hours)
- \*Collective Bargaining and Contract Management (3 hours)
- \*Business Affairs/Physical Resources (4 hours)
- \*Program/Staff Development and Evaluation (4 hours)
- \*Staff Personnel Services (4 hours)
- \*Public Relations and Policy Development (3 hours)
- \*School Law (3 hours)
- \*School Finance and Economics (4 hours)
- \*Field Experience (3 hours)
- Effective Catholic Schools (4 hours)
- Development in Not-For-Profit Institutions (3 hours)

### Personal-Professional Development

- Seminar: Writing for Publication (3 hours)
- Independent Learning (2 hours)

### Minor Area of Concentration

In addition, all students will be required to complete a minor consisting of 16-20 hours to be taken outside the Department of Educational Administration in such areas as business management, religion, philosophy, and computer information services.

### Professional Offerings - Faculty Responsibility

Normally doctoral level courses will be sequenced in the following order: research, foundations, organizational behavior, school management, and personal-professional development. Fourteen of 26 offerings in the

doctoral program are newly developed courses or experiences. None of the 26 courses elaborated for the doctoral program are open to upper level undergraduate students. Eight of the 26 courses are currently being offered off-campus as well as on campus. See faculty responsibility-course grid below.

Ninety quarter hours beyond the master's degree will be the minimum number of hours that will be required for the doctoral degree. The areas in which course work must be completed and the minimum number of hours is as follows:

|                                   |                  |
|-----------------------------------|------------------|
| Research                          | 24 quarter hours |
| Foundations                       | 14 quarter hours |
| Organizational Behavior           | 12 quarter hours |
| School Management                 | 21 quarter hours |
| Personal-Professional Development | 3 quarter hours  |
| Minor Area of Concentration       | 16 quarter hours |
| Total.....                        | 90 quarter hours |

# FACULTY RESPONSIBILITY - COURSE GRID

| COURSE  | FACULTY            |
|---|--------------------|
| Research I,* II,** III**  | Leahy, new faculty |
| **Structure of Knowledge  | Watras, Joseph     |
| **Culture of the School   | Lasley, Watras     |
| **History of Educational Administration<br>as a Profession                | Joseph, Geiger     |
| Selected Ideas Which Have Shaped<br>American Education                    | Geiger, Harawa     |
| **Catholic Education: An Analysis of<br>Church Documents and Commentaries | Lackner            |
| **Catholic School: History and Future                                     | Petit, Lackner     |
| **Organizational Behavior in<br>Educational Institutions                  | Joseph, Harawa     |
| **Planning and Policy Development<br>in Educational Institutions          | Torge, new faculty |
| *Human Relations in Educational<br>Organizations                          | Moulin, Revere     |
| *The Superintendency  | Drury              |
| Curriculum and Instruction  | Fuchs, Rogus       |

FACULTY RESPONSIBILITY - COURSE GRID (CONTINUED)

|   |                          |
|---|--------------------------|
| *Use of Computers in Administration and Instruction | Leahy, new faculty       |
| *Collective Bargaining                              | Drury                    |
| Business Affairs/Physical Resources                 | Torge                    |
| Program/Staff Development and Evaluation            | Rogus, Lasley            |
| *Staff Personnel Services                           | Hopfengardner, McCormick |
| Public Relations and Policy Development             | Frericks, McGill         |
| *School Law   | Crim, Frericks           |
| *School Finance and Economics                       | Crim                     |
| **Field Experience                                  | McGill, Staff            |
| **Effective Catholic Schools                        | Rogus                    |
| Development in Not-for-Profit Institutions          | Frericks                 |
| **Seminar: Writing for Publication                  | Staff                    |
| **Independent Learning: Catholic Schools            | Staff                    |

\*\*New doctoral level offerings.

\*Also offered off-campus; all other courses offered on campus only.

## Admission

Requirements for program admission are as follows:

1. Three years of successful administrative experience or documented evidence of leadership activities.
2. Master's degree (the applicant may be required to complete certain prerequisites if they were not included in Master's program).
3. 3.0 grade point average in Master's degree program.
4. Acceptable performance on the following:
  - a. interview with graduate acceptance committee members;
  - b. writing sample (grammar and composition);
  - c. performance on Miller Analogy.

Items "a," "b," and "c" will be assigned minimally acceptable point values; the graduate acceptance committee will determine if an applicant has achieved an acceptable number of points.

## Monitoring Processes

Monitoring procedures will include the following:

1. A temporary program advisor will be assigned when the student registers for post master's course work.
2. When a student is admitted to the doctoral program, he/she will be assigned a doctoral program advisor. This advisor will encourage the student to begin thinking "dissertation" even before formal course work is completed. In the first Basic Educational Research Methodology and Statistics course, students will be asked to begin formally developing a dissertation topic, however tentative the commitment may be at that time. When the student has selected a topic focus and developed that focus sufficiently,



whether after this first research course or later, he/she will be assigned a dissertation advisor. This advisor will work with the student to refine hypotheses and research procedures and to develop plans for pursuing through required course work the development of an appropriate literature review.

A dissertation committee will be appointed after contents of the first three chapters (problem statement, literature, and procedures) receive advisor approval. Upon committee approval, dissertation work will formally begin.

Once dissertation work commences, the student will be required to maintain continuous enrollment for dissertation hours. A minimum of fifteen hours of credit have been assigned to the dissertation. This figure is roughly comparable with the requirements of most institutions offering a doctorate in educational leadership.

The dissertation is, from a scholarly perspective, the most important part of the doctoral program. It will constitute a culmination of the student's program of study, and its contents will make a distinct contribution to the knowledge base of the field of educational leadership.

3. A written comprehensive examination is to be taken upon completion of course work. The examination is nine hours in length for the major field and three hours in length for the minor field.
4. A 3.0 grade point average is to be maintained throughout the program.
5. Oral defense of dissertation is to be conducted before the University community.

## Residency

A period of full-time campus residence is essential to doctoral students becoming fully immersed in the life of the mind.

The residency component of the proposed program was developed on the assumption that a full-time residency requirement is essential for doctoral candidates to become fully immersed in scholarly endeavor. Furthermore, it was assumed that a residency requirement by itself has little redeeming value; to have meaning the requirement must incorporate a set of experiences designed to achieve a specified, personal development oriented set of outcomes.

In this light, the following goals were designed to guide residency program planning:

1. to facilitate the individual doctoral candidate's personal development;
2. to provide candidates an opportunity to engage cooperatively with faculty mentors in teaching, conducting research, and building "community";
3. to provide candidates with stimulation, support, and the opportunity to work with others in the development of manuscripts for publication;
4. to facilitate development of a group support system; and
5. to expand the candidates' experiences, interest, and knowledge base in aesthetics.

For candidates to devote appropriate attention to developing the life of the mind, each doctoral candidate will be required to spend two consecutive trimesters on the campus as part of his/her doctoral program



commitment. This residency commitment may be carried out during the fall-winter, (August to May) or winter-spring and summer (January to August) trimesters. The prerequisite for residency will be the completion of 30 hours of doctoral level course work.

During the residency period, the following experiences will be developed/coordinated by the residency program director.

1. Each candidate will, upon making the residency commitment, identify two faculty with whom he/she would like to work in a mentoring relationship. The program director will, upon reviewing candidate preferences and faculty member responsibilities, teaching loads, research in progress, and such other factors as appropriate, make the mentor assignment. Once arrangements have been made, the mentor and candidate will develop a working schedule and proceed with collaboration as appropriate.
2. Personal growth groups will be established for each class of candidates. Additional special group sessions will be arranged as appropriate to address participant needs. Efforts will be made to facilitate candidate participation in state and regional professional conferences.
3. The residency program director will develop a master schedule of campus events, that is, films, lectures, plays, and special seminars available during the trimester. The director will, as appropriate and practicable, schedule additional programs which address candidate interest in aesthetics.
4. A writing seminar will be required of all candidates during the residency period.

In essence, the intent of the residency period is to advance the candidate's personal and professional growth and the development of a sense of community among group members through intense involvement in matters of professional significance. Collegiality and colleagueship are the most important norms to guide program activity.

In summary, then, residency must be completed in two consecutive trimester terms: January-August or August-May. During residency students will be required to participate in a group experience designed to help them relate personal and professional dimensions of their work. The experience is also designed to build "community" among students and faculty. Students will also be required to develop a relationship with a "mentor" from the ranks of the graduate faculty. This mentor relationship will involve co-teaching with the mentor as well as developing a paper suitable for publication under his/her direction. Attendance at selected aesthetic and intellectual events will be required during residency.

## V. LIBRARY, SUPPORTING CENTERS, AND FACILITIES

### Library

Roesch Library (main library) serves as the University Library. There are two other libraries on campus, the School of Law Library, separate from the University library administration but in the same building, and the Marian Library, a special library under the University library administration with emphasis on the theology of Mary, the mother of Jesus.

A general reference collection serves all subject areas, graduate and undergraduate. There are six reference and five technical services librarians and a total of sixteen librarians in the University Library and Marian Library. Library staff provide online database searching service through the Bibliographic Retrieval System (BRS) and DIALOG retrieval services, tailored library instruction for specific course work (graduate and undergraduate) such as education, business, public administration, psychology, etc., and general assistance with library or information related needs of faculty and students.

The library has a complete back file and currently active Education Resources Information Center (ERIC) document collection that is accessed either through the hard copy indexes or through a more specific key word online computer search. In addition to ERIC the library has the Newsbank microfiche collection complete since its beginning in 1969, the complete college catalog collection on microfiche, and has been a selective depository for U.S. Government documents since 1969. The government documents collection now totals about 170,000 publications.

The library is a charter member of the Online Computing Library Center (O.C.L.C.). Recently the library subscribed to the Ohionet service of Ohio Public Information known as Ohio PI. This is an online service with information generated by the Ohio General Assembly, Ohio organizations, calendars of events and schedules of meetings and school related issues around the state.

Roesch Library contains 31,675 volumes and 6,863 journals in support of the study of educational leadership. A Roesch Library analysis indicates the allocation for the area of educational leadership should be increased by \$2,000 each year for the next five years. Overall, Roesch Library contains approximately 900,000 volumes. Library materials expenditures total \$450,000 yearly. Roesch library holdings compare favorably with other NCATE institutions. NCATE's last review at the University of Dayton occurred in 1986, and the University was found to be in compliance.

Sixty-two current journals in Roesch Library were identified by a faculty committee as being directly relevant to the doctoral program. After these were screened, it was decided that 54 journals were essential. Seven journals may be discontinued and the savings used toward other program library needs. The 54 journals identified as essential are as follows:

- Academy of Management Journal
- Administrative Science Quarterly
- Alberta Journal of Educational Research
- American School Board Journal
- American Education
- American Educational Research Journal
- American Secondary Education

British Journal of Educational Studies  
Catholic Education Association Bulletin  
Clearing House  
Contemporary Education  
Contemporary Educational Psychology  
Curriculum Inquiry  
Educational Administration Abstracts  
Educational Forum  
Educational Horizons  
Educational Research Bulletin  
Educational Researcher  
Educational Leadership  
Educational Technology  
Educational Theory  
Elementary School Journal  
Gifted Child Quarterly  
Harvard Business Review  
Harvard Educational Review  
History of Education Quarterly  
International Education  
Instructor  
Journal of Curriculum Theorizing  
Journal of Education Finance  
Journal of Education  
Journal of Education for Teaching  
Journal of Educational Research

Journal of Learning Disabilities  
Journal of Negro Education  
Journal of Reading Behavior  
Journal of Teacher Education  
Journal of Thought  
Momentum  
National Association of Personnel Administration  
National Association of Secondary School Principals Bulletin  
National Catholic Educational Association  
National Association of Secondary School Principals  
Ohio School Boards Association Journal  
Ohio Schools  
Peabody Journal of Education  
Phi Delta Kappa  
Review of Educational Research  
Sloan Management Review  
Sociology of Education  
Teacher Education  
Theory Into Practice  
Today's Education  
Urban Education

A faculty study committee identified 33 journals not found in Roesch Library which could be considered in support of the doctoral program. The committee screened the list and determined that 23 of the 33 are needed for the doctoral program. They are as follows:



Action in Teacher Education  
American Middle School Education  
American Secondary Education  
Catholic School Administration  
Comparative Education Review  
Creative Child and Adult Quarterly  
Education Administration Quarterly  
Education Evaluation and Policy Analysis  
Educational Perspectives  
Educational Record  
High School Journal  
Impact on Instructional Improvement  
Journal of Experimental Education  
Journal of Reading  
Middle School Journal  
National Forum of Educational Administration  
and Supervision Journal  
Organization and Administrative Sciences  
Organizational Behavior and Human Performance  
Planning and Changing  
Principal  
Reading Research Quarterly  
School Science and Mathematics  
Teachers College Record



#### Louis J. Faerber Curriculum Materials Center (CMC)

The CMC is housed in Chaminade Hall, the building which is the home of the School of Education. The CMC is open to all students and practitioners in the area. The materials collection includes cartridges, computer discs, filmstrips, records, teaching aids, transparencies, material kits, and other items. A total of 5,309 items are housed in the CMC. In addition all bound volumes of master's degree projects are included. The CMC book collection totals 20,326. For professors who desire to use the CMC for seminars, seminar space is available.

#### Center for the Computer in Education (CCE)

The CCE is housed in Chaminade Hall. A total of 22 microcomputers (four different makes) are available for the exclusive use of students in the School of Education. Adjacent to the facility which houses microcomputers is a classroom visually connected (mirror) so that instruction and observation may be related to students' hands on experience.

#### School of Education Media Center (SEMC)

The SEMC is housed in Chaminade Hall and contains the full range of media equipment. The SEMC contains a viewing room, production facilities, and storage accommodations.

#### Marianist Center for Human Development (MCHD)

The MCHD is housed in Chaminade Hall. It is a large, beautifully furnished area which is ideally suited for groups seeking to examine the personal dimensions of their profession. It is available exclusively to the School of Education and is well suited to implement the personal growth groups described in the residency section of this proposal.

All four centers are led by a director and staff in the employ of the School of Education.

#### Facilities

The School of Education (SOE) is housed in Chaminade Hall, a three story facility used exclusively by the SOE. All faculty offices, classrooms, and the four supporting centers are housed in Chaminade Hall.

## VI. NEEDS ASSESSMENT

### Questionnaire

Dayton and Youngstown are the only two metropolitan areas in Ohio which do not provide opportunity for students to study for a doctorate in educational leadership. Youngstown State University recently submitted its proposal for a doctoral program, leaving the Dayton area the only location potentially unserved.

A total of 839 respondents completed a doctoral program questionnaire (see appendix A), 668 feel a doctoral program in educational leadership should be available in the greater Dayton area, 406 declared the area of educational administration as being of greatest interest, and 201 indicated the area of curriculum and instruction to be the focus of their interest. A total of 282 respondents indicated they would apply for admission if a doctoral program were offered; 341 indicated a need/desire to pursue a doctorate. It is interesting to note that 119 respondents indicated they would pursue a doctorate outside the greater Dayton area if one were not offered here.

A questionnaire was also designed for Catholic school diocesan supervisors and directors of curriculum. Responses were received from 84 administrators from 24 states. Seventy-eight percent of respondents indicated a need for a doctoral program with a strong Catholic school administration emphasis (see appendix A-1).

### Enrollment in the Department of Educational Administration

The Department of Educational Administration at the University of Dayton awards approximately 200 master's degrees each year. For the past

several years the Department has averaged well over 7,000 semester student credit hours each year. In addition 61 Educational Specialist (ED.S.) degrees have been awarded since the program has been in existence. It is obvious that the supporting number of master's degree holders in educational administration is great and continuous.

#### National Projections

The Committee for the Advancement of School Administration (CASA) has stated that 70 percent of school superintendents will reach retirement age in 10 years.<sup>1</sup> In addition to the CASA forecast, the National Association of Elementary School Principals (NAESP) forecasts a major turnover in elementary and middle school principals. NAESP forecasts that more than 50 percent of all elementary and middle school principals are expected to retire within the next six or seven years.<sup>2</sup>

#### University Mission and Strategic Plan

The Department of Educational Administration, in the modern era of graduate work at the University of Dayton, has been awarding master's degrees since 1961. Historically and in its current mission statement the University of Dayton has proclaimed a strong commitment to produce professional educators who will carry forth the spirit of the founder of the Society of Mary, Fr. William Joseph Chaminade. The education of school leaders at the highest level will certainly be of great influence in the multiplication of Christians.

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<sup>1</sup>Herman R. Goldberg, "AASA Assessment Center," The School Administrator (March, 1986), 17.

<sup>2</sup>Teacher Education Reports (July, 1986), 2.

In its principles of strategic planning, the University has established two criteria as being of prime importance: distinctiveness and comparative advantage. The University of Dayton's proposal is distinctive and constitutes a comparative advantage in that: (1) it proposes to educate educational leaders who are scholars and practitioners; and (2) it proposes a specific and planned curriculum for the education of Catholic school administrators, the only such program in the midwest.



## VII. FACULTY

The Department of Educational Administration offers courses only for graduate students. Nine full-time faculty have appointments in the Department. In addition, several supporting faculty from other departments in the School of Education will have teaching and research responsibilities in the proposed doctoral program. (See appendix for faculty).

The Department of Educational Administration has a "critical mass" of faculty sufficient to cover in depth the knowledge base of the field: law, finance, facilities, supervision, administration, staff development, research and evaluation, curriculum development leadership, public relations, collective bargaining, personnel, and the social, psychological, historical and philosophical foundations of the field.

The area of so-called "qualitative" research is often thought to cover ethnographic, naturalistic, ecological and other forms of investigation carrying numerous labels. Since the national scholarly dialogue about non-experimental research has begun to produce literature which may be helpful to practitioners, it is obvious that college faculties must be proficient in the utilization of non-traditional as well as traditional modes of inquiry.<sup>1</sup> The Department of Educational Administration will need to bolster existing faculty competence in traditional and nontraditional inquiry.

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<sup>1</sup>See: "Qualitative Research: A Theme Issue," Journal of Thought, Summer, 1984; see also: Judith Goetz and Margaret LeCompte, Ethnography and Qualitative Design in Educational Research. Orlando, Fla.: Academic Press, 1984.

As indicated in section II (Inquiry) of this proposal, faculty in the proposed program have achieved national leadership in various areas of inquiry (see appendix on faculty for specific bibliographic entries) and service.

## VIII. FINANCIAL ANALYSIS

### Productivity

The Department of Educational Administration has maintained a pattern of steady growth for over a decade:

#### SCH Production 1973-1984

| <u>Year</u> | <u>Student Credit Hours in Semester Hours</u> |
|-------------|---|
| 1973-74     | 2551  |
| 1974-75     | 3619  |
| 1975-76     | 4653  |
| 1976-77     | 5129  |
| 1977-78     | 5355  |
| 1978-79     | 5757  |
| 1979-80     | 7614  |
| 1980-81     | 8575  |
| 1981-82     | 8674  |
| 1982-83     | 7023  |
| 1983-84     | 7461  |

Other departments in the School of Education offering graduate work have also maintained a pattern of steady growth and provide related area of study support for the proposed doctoral program in educational leadership. The maturity achieved by the School of Education in graduate instruction is evident when viewed in relation to the University's overall effort:

University and School of Education

Graduate SCH Production 1983-1984

| <u>Unit</u>                                 | <u>Grad SCH</u> |
|---|-----------------|
| College of Arts and Sciences                | <u>5366</u>     |
| School of Business                          | <u>9964</u>     |
| School of Engineering                       | <u>4373</u>     |
| School of Education                         |                 |
| Department of Educational Administration    | 7461            |
| Department of Counselor Education           | 6916            |
| Department of Teacher Education             | 8825            |
| Department of Physical and Health Education | 434             |
| Total School of Education                   | <u>23,636</u>   |

Two-Year Projection of Income and Expenses

It is useful to present a two-year projection of income and expenses for the proposed doctoral program. The projection presents figures of new income and new expenses. Deemphases in certain areas make it unnecessary to include new expense projections in the non-faculty areas.

Two-Year Projection of Additional Income and Expense  
for Ph.D. Program

|  | <u>Additional Income*</u> | <u>Additional Expenses</u>  |
|--|---------------------------|---|
| FIRST YEAR   |                           |   |
| <u>First Term</u>  |                           |   |
| 12 hrs. x 18 FT students   | \$21,600                  |   |
| 8 hrs. x 30 PT students  | \$24,000                  |   |
|  |                           | \$70,400 for 8<br>grad assistantships<br>(includes stipend<br>and tuition remission<br>for three terms) |
| <u>Second Term</u>   |                           |   |
| 12 hrs. x 18 FT students   | 21,600                    |   |
| 8 hrs. x 30 PT students  | 24,000                    |   |
| <u>Third Term</u>  |                           |   |
| 16 hrs. x 18 FT students   | 28,800                    |   |
| 12 hrs. x 30 PT students   | 36,000                    |   |
| SECOND YEAR  |                           |   |
| <u>First Term</u>  |                           |   |
| 12 hrs. x 18 FT students   | 23,760                    |   |
| 8 hrs. x 55 PT students  | 48,400                    |   |
|  |                           | \$72,640 for 8<br>grad assistantships<br>(includes stipend<br>and tuition remission<br>for three terms) |
| <u>Second Term</u>   |                           |   |
| 12 hrs. x 18 FT students   | 23,760                    |   |
| 8 hrs. x 55 PT students  | 48,400                    |   |
| <u>Third Term</u>  |                           |   |
| 12 hrs. x 18 FT students   | 23,760                    |   |
| 12 hrs. x 55 PT students   | <u>72,600</u>             |   |
| TOTALS   | \$396,680                 | \$227,415   |
| *Based upon \$100.00 per quarter hour<br>for first year and \$110.00 per quarter<br>hour for second year |                           | 7,000 renovations**<br>12,000 equipment**<br><u>20,000</u> administrative                               |
| **One time costs   |                           | 266,415<br><u>-14,000</u> reallocation<br>\$252,415   |



### Impact of Ph.D. Program on Current Operation

The School of Education undergraduate program is understaffed by at least two faculty positions in order to meet the mandated 1-14 faculty-student ratio. Eight graduate assistants projected for the doctoral program will enable the School of Education to fulfill the mandate without adding new faculty positions.

New advanced program standards will mandate that no more than 30% of graduate offerings may be taught by outside part-time faculty. The addition of doctoral level graduate assistants will relieve graduate departments who would otherwise have to add full-time faculty positions in order to meet the advanced program mandate. New advanced program standards will also insist that a 1-14 faculty student ratio be achieved in graduate offerings. The addition of doctoral level graduate assistants will relieve departments who otherwise would have to add full-time faculty positions to meet this requirement.

Thus far the analysis of the impact of the Ph.D. program upon current operations has been in financial terms. It should also be noted that in the academic sphere supervision of undergraduate clinical and field experiences will be more individualized and will occur on a more regular basis. Over a four-year period 150,000 hours of clinical and field experiences must be supervised prior to student teaching.

Graduate faculty in the School of Education have always taught on the undergraduate level. Undergraduates will continue to benefit from contributions made to the knowledge base by graduate faculty. New undergraduate standards will mandate that undergraduate students demonstrate

research skills. Since the faculty additions proposed for the doctoral program are largely in research and research related areas, both undergraduate students and current faculty will gain from the expertise of specialists in educational research.